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ABSTRACT

During the 2001-2002 school year, the Read to Achieve Grant program was successfully implemented in 553 schools throughout Colorado. All funded schools were held accountable for reaching the specific reading achievement goals outlined in the statute establishing the program in order to be recommended for second year funding. The Read to Achieve Board continued to provide oversight for all activities in the program, and the Colorado Department of Education Competitive Grants and Awards Unit administered the program. The program was designed to serve students across the state of Colorado in second and third grades who were reading below grade level determined by the State Board of Education in the Colorado Basic Literacy Act (CBLA). Over the 2001-2002 school year, funded schools provided research-based intensive reading programs for over 28,000 identified students. In order to ensure that funds were being used appropriately, site visits were conducted at schools selected from a stratified random sample. In addition, an external evaluator continued to work closely with the Read to Achieve Board, specifically surrounding the evaluation and with setting clearly defined funding decision rules. By July 2002, all schools that were recommended for second year funding were approved based on having met the stated goal that 25% of the students served improved to grade level in reading or proficient on the Colorado State Assessment Program (CSAP) after a full instructional cycle of intensive reading intervention. Over 80 of the schools that were recommended for continued funding have 75% or more of their identified students reach grade level in reading or score proficient on CSAP. Over 20 of those schools have 90% or more of their students reach the goals. This report is divided into three sections: background, program implementation, and program evaluation. Contains 5 tables and 3 charts of data. Appendixes contain Rules for the Administration of the Read to Achieve Program; a list of members of the Read to Achieve Board; Networking Day 2002 Breakout Session Evaluation; information on training sessions offering assistance in completing external evaluation reports; survey questions for sites not funded; site visit questions; a Read to Achieve timeline; and membership list for Grants Advisory Council. (NKA)

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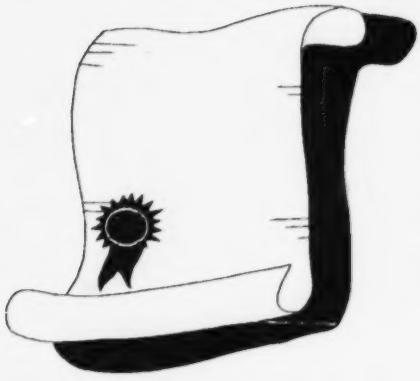

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READ TO ACHIEVE GRANT PROGRAM

Pursuant to Senate Bills 00-124 & 00-71
(22-7-506 C.R.S.)

Annual Report To the Colorado Department Of Public Health and Environment November 1, 2002

Issued by the

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EXECUTIVE SUMMARY

During the 2001-2002 school year, the Read to Achieve Grant program was successfully implemented in 553 schools throughout the state of Colorado. Over the year, the Read to Achieve Board and the Colorado Department of Education provided many avenues of support to funded schools. In May and June, eligible schools reported the results of their first year of serving students as part of a comprehensive evaluation process that is monitored by the Read to Achieve Board. Pursuant to the legislation that created Read to Achieve (22-7-506 C.R.S.), all funded schools were held accountable for reaching the specific reading achievement goals outlined in the statute in order to be recommended for second year funding. The Read to Achieve Board continued to provide oversight for all activities in the program, and the Colorado Department of Education Competitive Grants and Awards Unit administered the program.

The Read to Achieve Grant program was designed to serve students across the state of Colorado in second and third grades who were reading below grade level determined by the State Board of Education in the Colorado Basic Literacy Act (CBLA). Individual schools and consortiums of schools received funds after a competitive review process and were awarded monies based on a per pupil amount for students on Individualized Literacy Plans (ILPs). Over the 2001-2002 school year, funded schools provided research-based intensive reading programs for identified students. Throughout the year, the funds served over 28,000 students throughout the state, representing 75% percent of students in grades two and three who are on ILPs.

In the first year (January 1, 2001 – June 30, 2002), 553 schools received funds for a total of $33,508,882. Tobacco revenue from the 2000-01 and 2001-02 was used to fund this 18-month period. One percent of the amount appropriated was used for administration of the program.

Although the allocations were decreased from what was originally planned, the Read to Achieve Board was able to offer continued funding at a maximum rate of $950 per pupil to 508 schools. Each of these schools submitted evaluation materials to CDE that showed they reached the stated legislative goal of having 25% of students served reach grade level on the CBLA or scored proficient on the Colorado State Assessment Program (CSAP). The Read to Achieve Board made the funding decisions. The schools that were not recommended for continued funding received a letter detailing the appeals process. Four appeals were received; three were approved.

Throughout the year, CDE and the Read to Achieve Board instituted several support structures regarding the grant program. All schools that unsuccessfully applied for funding were interviewed to determine what needs those schools had during the application process that were not met. As a support for funded schools, CDE hosted two Networking Days, which were an opportunity for representatives from throughout the state to come together to collaborate and share ideas, as well as attend informative breakout sessions. Additionally, as part of the evaluation process, CDE published a comprehensive Instructional Handbook, available both in hard copy and on the internet at: http://www.cde/cdecomp/r2a.htm. Read to Achieve consultants held regional trainings to assist schools in completing the evaluation materials.

Finally, grantees were able to keep in contact and receive reminders through an email distribution list created by CDE.

Accountability surrounding actual use of funds remained a main focus of the Read to Achieve Grant program. In order to ensure that funds were being used appropriately, site visits were conducted at schools selected from a stratified random sample. In addition, an external evaluator continued to work closely with the Read to Achieve Board, specifically surrounding the evaluation and with setting clearly defined funding decision rules.

The Read to Achieve Grant Program continues to emphasize accountability for the planned and actual use of the state funds. The funds were initially distributed to schools with well designed programs that were focused on accomplishing specific objectives. Accountability for the grant program has been monitored through a rigorous evaluation process, including the reporting of outcomes. By July 2002, all schools that were recommended for second year funding were approved based on having met the stated goal that 25% of the students served improved to grade level in reading or proficient on CSAP after a full instructional cycle of intensive reading intervention. Overall, 508 schools are now receiving funding through Read to Achieve for the 2002-2003 school year. This number represents an overwhelming majority of schools that met and exceeded the stated legislative goals for Read to Achieve. Over 80 of the schools that were recommended for continued funding have 75% or more of their identified students reach grade level in reading or score proficient on CSAP. Over 20 of those schools have 90% or more of their students reach the goals.

Though Read to Achieve funds cannot reach all teachers and pupils in the state of Colorado in grades 2 and 3, the Read to Achieve Board is looking forward to collaborating with the leadership of the state's new *Reading First* initiative in extending the reach of state and federal funds allocated to education to all K-3 teachers and pupils.

This report is submitted to the Colorado Department of Health and Environment to detail progress made in implementing the Read to Achieve Grant program from July 1, 2001 through June 30, 2002. This report is divided into three sections: background, program implementation, and program evaluation.

I. BACKGROUND:

Senate Bill 00-71 and S.B. 00-124 established the Read to Achieve Grant Program. The resulting legislation enacted by the General Assembly is 22-7-506 Colorado Revised Statutes (C.R.S.).

The Tobacco Litigation Settlement Cash Fund provides an ongoing source of funds for the program. By statute, 19 percent of the Settlement Cash Fund is appropriated annually to the Read to Achieve Cash Fund, with a maximum annual appropriation of $19 million. In addition, S.B. 00-124 included a FY 1999/2000 appropriation of $7.0 million from the General Fund Ninety-nine percent of the funds have been distributed directly to schools implementing intensive reading programs through Read to Achieve grants. One percent of the funds, as stipulated by statute, was retained for administrative costs, including training and support for grant applicants, external evaluation, and ongoing support and networking of grant recipients.

Rules for Administering Grant Program

The State Board of Education is responsible for promulgating rules for the grant, including application procedures, criteria for selecting schools and determining grant amounts, and processes to evaluate the success of the programs operated by grant recipients. See Attachment A for a copy of the Rules for Administration. The Colorado Department of Education administers the grant. Please note: The State Board Rules default to the criteria within the Read to Achieve statute and the Request for Proposal (RFP) available on the Colorado Department of Education website at http:/www.cde.state.co.us/cdecomp/r2a_app.htm.

Each elementary school applying for funds addressed specific expectations within the scoring guide including the requirement that 25% of the students involved in the intensive reading program for the full instructional cycle would be at grade level or proficient on CSAP at the end of the program. All of the requirements for receiving these dollars relate directly to the expectations of the Colorado Basic Literacy Act (CBLA) – 22-7-501 through 22-7-505 Colorado Revised Statues (C.R.S.).

Purpose of the Program

The purpose of the Read to Achieve Grant program is to solicit proposals from any elementary school, including charter schools or a consortium of schools, to fund research-based intensive reading programs. The funding opportunity was designed specifically for second and third grade students and students between third and fourth grades whose literacy and reading comprehension skills are below the level established by the state Board of Education in the Colorado Basic Literacy Act (CBLA). Funded activities can include reading academies for intensive reading instruction, after-school literacy programs, summer school clinics, tutoring, and extended-day reading programs.

Role of the Read to Achieve Board

The program is administered under the direction of the Read to Achieve Board, which consists of 11 members representing education at both the state and local levels, both houses of the General Assembly, and parents of children who may participate in the program. See Attachment B for a listing of Board members. To meet the legislative intent of the Read to

Achieve Grant Program (22-7-506 C.R.S), the Board in partnership with the Colorado Department of Education is responsible for the following goals:

Goal 1: Provide additional intensive reading services to all second and third graders on Individual Literacy Plans (ILPs) so that they will be proficient readers by the end of third grade.

Goal 2: Collect and review applications for Read to Achieve Grants.

Goal 3: Recommend to the State Board of Education the schools that should receive grants as well as the duration and amount of each grant.

Goal 4: Determine continued funding of grants based on adequate progress during granting period, e.g., grantee meets the goals established in the grant application including demonstration that at least 25% of the students enrolled for the prior year met the reading standard.

Goal 5: Report to the Governor and to the General Assembly on the effectiveness of the program by February 1, 2004.

II. DESCRIPTION OF PROGRAM

Population Served by the Read to Achieve Grant

By June 2001, Read to Achieve funds were granted to 553 schools, resulting in services for approximately 28,000 students during the 2001-2002 school year. This number represents funding for 75% of students in grades two and three who are on ILPs. In school year 2002-2003, the funds are in 508 schools, with 24,551 students being served.

According to Statute, the Read to Achieve Board is required to ensure, to the extent possible, that grants are awarded to schools in a variety of geographic areas in the state. In the original funding cycle, the Board worked to assure that at least 50% of those requesting funds from each region were funded. The following table shows that the regional distribution of funds was consistent with the need for funds.

Table 1.

Distribution of Read to Achieve Funds Among Geographic Regions **First Funding Period (January 2001 – June 2002)**				
	Grant Awards		Eligible Students	
Region	Amount	Percent	Number	Percent
Metro	$15,904,000	59%	20,467	55%
North Central	$2,910,000	11%	4,897	13%
Northeast	$394,000	1%	529	2%
Northwest	$1,738,000	6%	1,667	4%
Pikes Peak	$2,728,000	10%	4,591	12%
Southeast	$1,923,000	7%	2,650	7%
Southwest	$426,000	2%	1,202	3%
West Central	$941,000	4%	1,573	4%
Total	$26,964,000	100%	37,576	100%

In the most recent funding cycle, there was no pattern of either urban or rural schools being more likely to be recommended for continued funding. Rather, the funding pattern was equitable throughout the state. Table 2 shows the regional distribution of funds for the 2002-2003 school year.

Table 2.

Distribution of Read to Achieve Funds Among Geographic Regions **Second Funding Period (July 2002 – June 2003)**				
	Grant Awards		Eligible Students	
Region	Amount	Percent	Number	Percent
Metro	$12,192,838	58%	14257	58%
North Central	$2,663,039	13%	3138	13%
Northeast	$309,229	1%	379	2%
Northwest	$971,129	5%	1208	5%
Pikes Peak	$2,186,857	10%	2476	9%
Southeast	$1,657,151	8%	1873	8%
Southwest	$394,605	2%	509	2%
West Central	$648,836	3%	711	3%
Total	$21,023,684	100%	24,551	100%

Types of Services Provided by Schools

Schools received Read to Achieve funds to provide research-based, intensive reading instruction to second and third grade students who were on ILPs. The type of program was not prescribed in the Statute, thus different types of reading programs have been approved for funding. Each of the schools had to provide evidence of meeting scientifically based research for each of the six dimensions of reading for the program they were choosing to implement.

Funded schools are required to complete a Program Profile form at the beginning of each funding cycle in order to describe the type of services they will be providing. They assign relative percentages to the amount of time that they will spend on each of the Six Dimensions of Reading (Phonemic Awareness, Systematic Phonics, Background Knowledge and Vocabulary, Fluency, Reading Comprehension and Motivation). Additionally, they assign percentages to describe the relative emphasis in their programs of the structure for delivery of instruction (In-class support and assistance, Pull-out, Extended Day, Summer Program, or Other).

Programming Support Provided by CDE

Networking Days:

CDE has strengthened its efforts to provide support to schools involved with the Read to Achieve Grant Program. In both September 2001 and October 2002, CDE hosted an annual Networking Day for representatives from funded schools. The day serves as a chance for educators from around the state to come together to share best practices, attend informative breakout sessions, as well as hear from nationally recognized keynote speakers around the issue of literacy. Both years, events were hosted both in Metro Denver and on the Western Slope to make the networking opportunity accessible for all participants. Participants were asked to complete evaluations for the overall program as well as for specific sessions. CDE collected and analyzed information from last year's evaluations, and used these data to help plan for this year's Networking Day. Additionally, CDE asked prospective participants for suggestions of what breakout sessions they would like to have included.

This year, participants were able to register and receive confirmation online, which made the process much more efficient. There were approximately 850 participants at the Denver site and an additional 100 in Grand Junction. Attachment C presents an evaluation of the breakout sessions offered this year. This feedback provides data on the number of participants at each session and the numbers of evaluations received. Evident is the high percentage of evaluations received and the consistently high ratings of sessions in terms of relevant information, subject matter and coverage of practices and strategies.

Pat Chlouber, Secretary's Regional Representative, U.S. Department of Education, Region B, provided the opening address. She was followed by national literacy expert, Michael Pressley, Ph.D. who spoke on "What Comprehension Instruction Could Be." In the afternoon Louisa Moats, Ed.D. who has specialized in reading development, reading disorders, spelling and written language, shared research regarding, "Evidence-Based Reading Instruction for Every Child". Each of these national experts also interacted with participants in breakout sessions.

An interactive time was also set for participants to work within their regional network group to:

- Examine and discuss the Suggestion Reports developed by Read to Achieve schools in Year 1,
- Compare those suggestions with their own experiences, and
- Create a consensus synopsis of highlights and conclusions.

Regional Trainings:

The Colorado Department of Education provided a variety of supports to schools as they completed the Read to Achieve External Evaluation Reports. These supports included Regional Training sessions, an Instructional Handbook, and ongoing consultation from three Read to Achieve consultants. As a form of support for the comprehensive evaluation process, CDE hosted a series of regional trainings in Spring 2002.

Half day Regional Trainings were offered at various sites throughout the state. Trainings took place at various locations in Metropolitan Denver, Boulder, Colorado Springs, Limon, Eagle, Grand Junction, Durango, La Junta, Alamosa and Evans. See Attachment D for a sample registration form.

A detailed Instructional Handbook was developed to provide step-by-step directions for completing the Read to Achieve Evaluation Forms. The Handbook was distributed at the Regional Trainings and posted on the CDE website.

The Regional Trainings were not mandatory. They provided an opportunity for participants to review the evaluation forms and practice entering data for a fictitious school. Schools were also able to bring their own data to discuss with the consultants to ensure that they had all the information necessary to complete the evaluation forms. Opportunities for questions were also provided. The trainings had three objectives:

1. Participants will have an understanding of the data needed for the Read to Achieve evaluation process.
2. Participants will have an understanding of how to complete the forms for the Read to Achieve External Evaluation.
3. Participants will have knowledge of the resources available to assist them as they complete the Read to Achieve External Evaluation forms.

Approximately 500 school and district staff attended the Regional Trainings. Evaluations completed by the participants indicated high satisfaction with the trainings (99% scored 3 or 4 on a four-point scale).

Many participants indicated that it would be helpful if the comprehensive Data Tables were available to download in Excel format. CDE has provided this option for the 2002-2003 school year.

In addition to conducting the trainings, the three Read to Achieve Consultants were available to answer telephone questions and review faxed copies of schools' evaluation reports. Numerous schools throughout the state availed themselves of this service.

The list of trainings and the Registration form were available online from CDE's Read to Achieve website at: (http://www.cde.state.co.us/cdecomp/r2a.htm).

Instructional Handbook:
At the trainings, participants were each given a comprehensive, reader-friendly Instructional Handbook to aid them in completing the evaluation forms. Directions for completing each form were outlined step-by-step in the handbook. The same handbook was available online from the Read to Achieve website. Additionally, CDE published examples of most forms on the website, both blank and with sample data, as a guide for grantees to complete the forms correctly.

Read to Achieve Website:
Also available on the Read to Achieve website is a real-time update for all schools to see what evaluation forms CDE has received, as well as those that are still needed. CDE also posted funding status on this same portion of the website. Having this updated information available during the evaluation process allowed schools to be aware of the status of their evaluation forms. Schools were also aware of whether or not they were recommended for continued funding much quicker than could be done through letters or even telephone calls. Grantees have requested that information regarding budget forms that are due be published on the website as well as the evaluation pieces that are due. This component has been added to the website for the 2002-2003 school year.

Email Distribution List:
Throughout the year, CDE maintains regular contact with all representatives who have chosen to be included on our email distribution list. Through this list, CDE sends out reminders of deadlines and other informational emails. The email contact allows CDE to keep in constant contact with several representatives from all schools at once. The list is updated regularly. All participants at this year's Networking Day were asked to provide CDE with their updated email contact information; this information is currently being added to the database.

Interviews for Schools Unsuccessful in Applying for Funds:
Finally, CDE also took a step to provide support to those schools that never applied for funds or that applied twice but were not funded for Read to Achieve. To collect this information, CDE completed a phone survey with each of these schools. Through these surveys, CDE was able to compile a list of the most frequent comments from these schools, as well as a list of identified misconceptions. Attachment E indicates survey questions asked of schools to determine what factors played a role in the decision not to apply for Read to Achieve funds. Detailed results of the survey can be found beginning on page 24 in the responses to state auditors review section. CDE plans to use this information to provide more support in these areas for subsequent funding opportunities.

Relationship To Other Government Programs
The Read to Achieve Program is structured to fund only those schools meeting the rigorous criteria of the RFP. Presently, just over 75% of students on ILPs at grades two and three have received the impact of these funds. However, CDE has made a concerted effort to facilitate collaboration among Read to Achieve, the federally funded Colorado Reading Excellence Act

(CREA) and Comprehensive School Reform (CSR) grant programs and other literacy focused supports including Title I – Part A.

Additionally, the success of Read to Achieve played a key role in the development of Colorado's recent request for *Reading First* federal dollars. Building upon the success of Read to Achieve, the *Reading First* Leadership Committee submitted an application to the United States Department of Education and Colorado was one of the first three states to be approved for funding. This increase in dollars awarded to the state will be used to:

- Provide the necessary assistance to districts to establish reading programs based on scientifically based reading research for students in *kindergarten through third grade classrooms.*
- Focus on providing significantly *increased teacher professional development* to ensure that all teachers, including special education teachers, have the skills they need to effectively teach reading.
- Provide assistance to districts in selecting appropriate *screening and diagnostic assessments* and preparing classroom teachers to effectively screen, identify and overcome reading barriers facing their students.

III. FIRST YEAR OUTCOMES AND RESULTS

Description of Evaluation Process

The Read to Achieve Grant program is a competitive funding process in which subsequent funding is contingent on first year performance. The requirements for being eligible for second year funding are clearly defined in the Statute, that to be eligible in subsequent years, schools must show that twenty-five percent of the students enrolled in the intensive literacy program improved their reading skills to grade level or achieved proficiency on the state assessment in reading for their grade level. In other words, at least 25% of students who were enrolled for the full instructional cycle of the program had to improve to grade level as measured by the school's own CBLA levels or score proficient on the CSAP.

Schools that received first year funding and wanted to be eligible for second year funding submitted their complete evaluation packets to CDE by May 15, 2002, for the early decision deadline, or June 11, 2002, for the regular deadline. Two windows for evaluation submission were provided to help meet individual school needs for timelines for continued funding. Based on clearly defined decision rules, the Read to Achieve Board either recommended that a school receive continued funding or that it no longer receive funding.

Details of Results

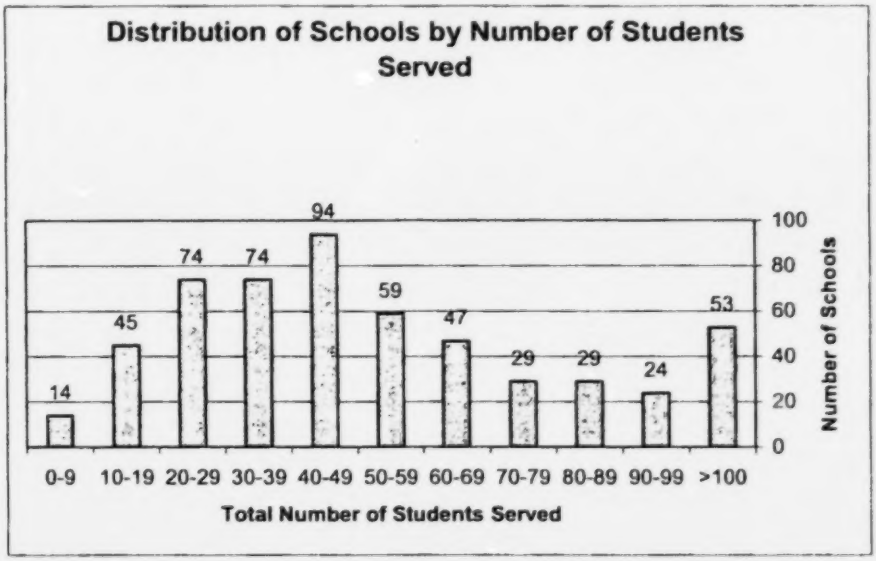
Of the 553 schools that received first year funding, 43 of those schools did not request second year funding. As a result, 510 schools were eligible to be recommended for second year funding. Four of those schools did not submit their data according to deadlines, or did not submit their data at all, and were not recommended for continued funding. Seven schools were not recommended for continued funding because their data did not show sufficient gains. Four of these schools submitted appeals; three of the appeals were approved.

Over the course of the grant program, some districts have opened new schools that enrolled children who were identified to receive Read to Achieve funding in their old schools. In order to keep the funds with these children, the number of schools that receive funding increased from the 510 that were eligible for continued funding at the end of the first funding cycle. Overall, 508 schools are now receiving funding for Read to Achieve during the 2002-2003 school year.

This number represents an overwhelming majority of schools that met and exceeded the stated legislative goals for Read to Achieve. Over 80 of the schools that were recommended for continued funding had 75% or more of their identified students reach grade level in reading or score proficient on the CSAP. Over 20 of those schools had 90% or more of their students reach the goals.

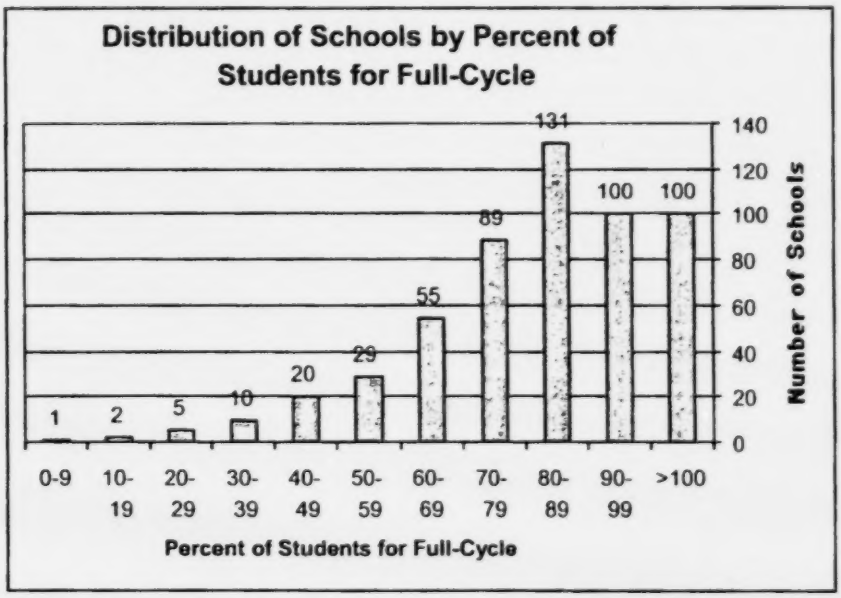
Number of Students Served

According to the information submitted, 29,059 students were served by Read to Achieve programs this first cycle.



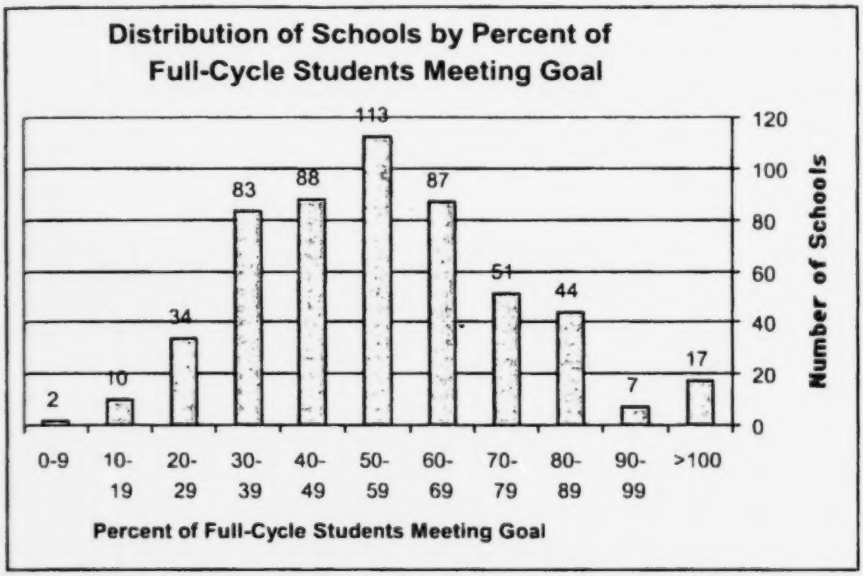
Ten percent of the schools served more than 100 students; ten percent served fewer than 20 students. Almost half the schools served between 20 and 50 students with these funds.

Full Cycle Participation (Mobility Issues)



A total of 22,974 students were available to participate for the full cycle. Eighty percent of the funded schools served more than 70% of students enrolled in the program for the full funding cycle.

Students Meeting Achievement Goal



Two-thirds of the schools indicated that between 30% and 70% of their students met the performance goal. Over 20% of the schools performed above that level.

2002-2003 Outlook

During the 2002-2003 school year, Read to Achieve funds are serving students in 508 schools. It is estimated that over 24,000 students will be receiving services through this year's funds at an average per pupil funding rate of $950. This amount represents a decrease from what was originally projected and from what was distributed per pupil during the previous funding cycle. This decrease in funds will inevitably affect the services that schools are able to offer to students.

IV. EVALUATION OF PROGRAM OPERATION

Accountability

The Read to Achieve Grant program continues to emphasize accountability for the planned and actual use of the funds. Funds were initially distributed to schools with well-designed programs that were focused on accomplishing specific objectives. Accountability for the grant program has continued to be addressed through a rigorous application and evaluation process, involving the reporting of outcomes.

To ensure that programs achieve intended results, future funding is conditional on schools showing progress in their reading programs. By statute, schools awarded grants in the first period could only be eligible for funding in subsequent years if they achieved the goals set forth in their applications and demonstrated that a minimum of 25% of the pupils enrolled in the program in the prior year improved their reading skills to grade level based on the CBLA or scored proficient on the Colorado Student Assessment Program (CSAP).

Research Base for Read to Achieve:

The accountability process for the Read to Achieve program revolves around CSAP data, the Colorado Basic Literacy Act (CBLA), and the research based on the six dimensions of reading documented in the *Report of the National Reading Panel – Teaching Children to Read* (2000).

The CSAP is a state assessment program designed to measure student achievement in relationship to the Colorado model Content Standards. These standards are expectations specifying what students should know at particular point in their education. Assessment of reading occurs from grade three through grade ten. The Read to Achieve program uses these results in assessing adequate progress related to 25% of students meeting the reading standard.

In Spring of 1996, the Colorado General Assembly passed House Bill 96-1139, Colorado's Basic Literacy Act (22-7-501 through 506 C.R.S.). The preamble to this Act states:

> *It is the intent of the General Assembly that, after third grade, no pupil may be placed at a grade level or other level of schooling that requires literacy skills not yet acquired by the pupil.*

This Act mandates that all students will be reading at the third grade level by the end of third grade and before they can move on to a fourth grade reading class. This Act requires that the reading growth of all students be monitored carefully from kindergarten through third grade. Those students not reading at that grade level will be placed on Individual Literacy Plans (ILPs), which are developed with the school and the family.

District Responsibilities include:

1. Assessing the reading performance of all students.
2. Placing students on ILPs if students are not reading on grade level.
3. Reporting to the state:
   - The number and percentage of pupils in the third grade who read at or above their grade level.
   - The number and percentage of pupils enrolled in the district who are on ILPs.

- The number and percentage of pupils who have increased their literacy and reading comprehension levels by two or more grades during one year of instruction.

Best practices in literacy must serve as a foundation for all literacy work. All Read to Achieve grantees developed proposals based upon principles in the *Report of the National Reading Panel – Teaching Children to Read*, which includes the six dimensions of reading: phonemic awareness, phonics, fluency, building background and vocabulary, comprehension, and motivation. After a comprehensive needs assessment, each grant had to show how the school planned to implement each of the six dimensions. Schools developed school specific goals and action plans. The goals the schools set had to be SMART (specific, measurable, attainable, research-based and time-phased). As part of the evaluation, schools had to report on how well they attained those school specific goals.

Methods of Ensuring Accountability

***Site* Visits:**

The external evaluation process included site visits to a random sample of Read to Achieve schools to determine the validity of self-reported school data. Twenty-five schools, approximately five percent of the 550 Read to Achieve sites, were visited. The external evaluator indicated that the findings from this small sample would be representative of all of the Read to Achieve schools. The schools were selected from a random sample of schools stratified by the eight Colorado regions and, within the region, by the number of students served. The Metro Region, which had 52% of the grants, had fourteen site visits; the Southwest Region, which had 3% of the grants, had one site visit. Of the selected schools, the largest ILP population was 153; the smallest was 10.

All schools were visited between February 8 and May 3, 2002 by the same Read to Achieve consultant to provide consistency to the process, with one exception. (Two Colorado Springs area schools were visited by two consultants the day before a Read to Achieve Training to save travel costs.) The time line for completion of the site visits was moved from June 15 to May 15 so that the Read to Achieve Board would have complete site visit information as they reviewed early decision school data.

The focus of each site visit was the school's implementation of its programs for intensive instruction, teacher professional development, and parent involvement. Implementation was verified through the paper documentation (such as student test data and progress reports; dates of teacher professional development and lists of participants; sign-in sheets at parent nights), classroom observations, and discussions with principals, teachers, media specialists, paraprofessionals, school volunteers, and, when possible, parents. Each school's budget expenditures were also reviewed. Attachment F is a sample of the site visit questions. Site visits averaged between three and four hours in length. The following implementation patterns were noted:

Intensive Instruction

- All schools made good faith efforts to implement their programs as proposed.
- R2A funds were making a substantial difference in the reading achievement of ILP students. Many of the impacted students were those whose needs had not previously been addressed, either because they did not qualify for special education or because the school only provided services to children with the most severe reading problems.
- Schools were implementing a variety of research-based strategies, giving the Read to Achieve Board a rich source from which to draw conclusions about effective programs.
- Most of the schools in this sample determined that pull-out programs were more effective and efficient than in-class academic support models in meeting the students' reading needs.
- Classroom teachers expressed strong support for the Read to Achieve interventions and noted their positive effect on student reading skills, confidence, and motivation to read.

Teacher Professional Development

- Schools implemented a variety of professional development programs.
- Classroom teachers require more than one year of training and in-school support to enable them to fully meet the needs of ILP students. Teacher professional development in reading is a multi-year process.
- Utilizing assessment as a guide for instruction requires principal leadership, direction, and commitment. In-service training alone does not appear to be sufficient. Schools whose data showed the greatest student gains were those in which the instructional leaders:
    1. continually followed-up with teachers and helped them use data for instructional decisions;
    2. maintained a school-wide focus on reading; and
    3. held clear expectations for higher student achievement.
- "Extra" teachers hired through Read to Achieve funds were viewed as resources and instructional coaches in most schools.

Parent and Family Involvement

- School staff consistently recognized the importance of family involvement.
- All schools had parent information systems in place. These varied from school to school, and included newsletters, conferences, home visits, and parent nights.
- All schools implemented a home-school reading program. These varied in complexity (classroom-based to school-wide) and in the degree of student accountability (simply taking books home to requiring a parent signature and checking comprehension upon return.)
- Schools that were not able to implement their parent component as planned had identified alternate strategies to involve parents in their children's literacy learning. These included ESL classes for parents, obtaining public library cards, and take-home materials.

Program Monitoring

- Program monitoring varied greatly from school to school. In some schools, the principal was highly involved; in others, the Read to Achieve teachers had full responsibility for all aspects of the program.
- The majority of schools had mid-year academic assessment check points in place.

- In all schools, classroom teachers maintained ILP records and were responsible for assessment related to ILPs.
- The Read to Achieve evaluation process facilitated improved monitoring of student progress and record-keeping.

Budget

- All schools' expenditures were consistent with the budget narrative included in their proposal.
- Several schools had unspent funds due to unforeseen circumstances. (Examples included the inability to obtain proposed professional development, to hire a qualified teacher, or to begin the program as scheduled).

The site visits confirmed that, based upon this sample, Read to Achieve schools implemented their programs as proposed in their applications and student achievement data submitted in the spring of 2002 were based upon verified work with ILP students. The 2001-2002 funds allocated to the Read to Achieve Program were expended on programs that made a difference in student reading achievement.

Results of the site visits were overwhelmingly positive. After completing all the site visits, the consultant reported to the Read to Achieve Board that all schools seemed to be making good faith efforts to stay with the intent of the original grant and to provide the intended research-based intensive reading programs to the students.

External Evaluation

The statute requires that the Read to Achieve program report to the Governor and the General Assembly by February 1, 2004, the following information:

1. The number of schools that received grants under the program and the average amount of the grants;
2. The number of students enrolled in intensive literacy programs funded by the program, the number of pupils enrolled who improved their reading skills to grade level or achieved proficiency on the state assessment in reading for their grade level in the year after starting the intensive literacy program, and the percentage of students who achieved proficiency on the state assessment for reading for their grade level in both the year after starting the intensive literacy program and the following year; and
3. Whether any statutory changes are recommended, including but not limited to the appropriateness of the requirements for adequate progress.

The Department has contracted with an external evaluator to implement a comprehensive evaluation that will address each of the statutory requirements. The use of an external evaluator avoids conflict of interest and assures necessary accountability. The evaluator continuously works closely with the Read to Achieve Board to design the most effective and comprehensive evaluation. This collaboration allowed the Board to define clear decision rules to make decisions about continued funding for the 553 schools as well as to continue the process of evaluating the overall effectiveness of programs used across the state.

By using the clearly defined decision rules, the Board made decisions regarding continued funding for year two in June and July 2002. All schools that were not recommended for continued funding were given details on the appeals process and were allowed to submit a timely appeal for reconsideration by the Board.

The Read to Achieve evaluation focuses primarily on the following questions:

1. How well did schools achieve the grant specified achievement goals (25% improvement standard)?
2. How well did schools achieve their other stated goals?
3. What program characteristics or extenuating circumstances describe those schools that did attain the achievement goals and those that did not?

To complete the evaluation, each grant recipient is required to submit five individual reports in a timely fashion according to published deadlines.

- Program Profile
- Implementation Summary
- Survey of School's Program Goals
- Achievement Data Tables
- Executive Summary/Suggestions for Others

These forms have been updated for the 2002-2003 evaluation period. The Achievement Data Tables will now be able to be completed and automatically calculated online from the Read to Achieve website. The updated forms, as well as detailed instructions on completing each form, were distributed at this years Networking Days.

Attachment G provides the timeline for submitting the Read to Achieve Evaluation materials.

Internal Evaluation of State Level Activities

Throughout the year, CDE and the Read to Achieve Board continuously requested feedback from program participants. The feedback is essential in providing the most effective forms of support for grantees. The following information describes several ways in which this type of information was collected and analyzed.

Feedback from Trainings:

At each of the annual Networking Days, CDE provided attendees with evaluation forms. Comments and suggestions from those forms were collected and summarized for the Board. Suggestions and feedback provided after last years Networking Days were instrumental in the development and planning of this years Networking Days. (See Attachment C as one example.)

In addition, CDE requested similar feedback from participants after the regional evaluation trainings held in Spring 2002. Participants were asked to comment on the value, content, and clarity of the sessions. This feedback was immediately put into action, as consultants used the information to improve upcoming sessions.

Sounding Board:
In order to produce an evaluation that fits the needs of the variety of Read to Achieve schools, CDE created a Sounding Board. This group, composed of principals, teachers, assessment coordinators, and grant coordinators from throughout the state who work directly with the Read to Achieve evaluation, brought a number of different perspectives to the evaluation process. It was with their input that the evaluation forms were created.

After the first round of evaluations had been completed, CDE again brought the same Sounding Board together to get further feedback. The group was able to provide valuable information for CDE as well as the external evaluator as to what areas of the evaluation needed to be altered. In part due to their strong recommendations, CDE has produced an electronic version of the Achievement Data Table form.

CDE plans to continue to work with the Sounding Board to gather further feedback as the grant process moves into its second full year of operation.

RESPONSES TO STATE AUDITOR'S REVIEW
During the 2000-2001 school year, programs within the Department of Education were reviewed by the State Auditor's Office. Read to Achieve was one of four CDE programs audited during this period. In last year's Annual Report to the Colorado Department of Public Health and Environment, CDE responded to some of the comments and suggestions made by the State Auditor's Office. Over the course of this past year, CDE has furthered its efforts to respond to the recommendations from the audit. The following information lists the recommendations from the audit and details what actions CDE has taken during the 2001-2002 school year to further address the findings.

1. *The audit addressed the topic of larger schools tending to be more successful in obtaining grant funds than smaller schools. Schools with more than 600 students were most successful in obtaining grants, while schools with 200 or fewer students were less successful. The audit suggested designating a certain portion of available funds to various categories of schools, such as small or rural schools. A formula-driven approach was also suggested.*

Since the audit, CDE has formed a Grants Advisory Council. Attachment H shows the membership of this group. The group meets quarterly, and membership is drawn primarily from the leadership of small, rural districts to address their access needs. The meetings with the rural superintendents have been highly productive.

During the 2002-2003 school year, the Council is focusing it's quarterly meetings on three critical questions regarding administration of grant programs:

1. How can we access meetings without driving, e.g., web-based and video access?
2. How can CDE provide a standardized format of communications and verification when it comes to the grant process, e.g.: E-grants option, online calendar of available opportunities?
3. How can CDE provide the resources and information about research-based programs, e.g., data on best practices, web-based links to research? Progress in addressing these three critical questions provides the agenda for each quarterly

meeting. One comment of note in the minutes from the August Council goals setting meeting. "The Read to Achieve grant application is a format that CDE should use to model their other forms –KUDOS!"

The Board and CDE are assuring that the Read to Achieve funding efforts are leveraged effectively with other funding sources for making sure students are reading at grade level by the end of third grade, e.g. federal Comprehensive School Reform (CSR), Colorado Reading Excellence Act (CREA), Colorado *Reading First* (CRF) and Title I School Improvement grants.

CDE is tracking schools that have not benefited from Read to Achieve to

a) make sure they have access to upcoming federal and state grant options
b) provide additional support through regional teams and Title I assistance

To gain information on how to better support schools that never applied for Read to Achieve funds or those that applied twice but were never funded, CDE conducted phone surveys with representatives from these schools. Through these surveys, CDE was able to compile a list of the most frequent comments from these schools, as well as a list of identified misconceptions. This information was shared with CDE staff that support these schools through the regional educational services unit.

Tables 3 and 4 below show how many schools in each region never applied for Read to Achieve funds. The number of responses indicates how many surveys were completed in each region.

Table 3: **Districts never applying for Read to Achieve Funds**

	METRO	NC	NE	NW	PP	SE	SW	WC	TOTAL
# SCHOOLS	0	2	8	4	2	13	9	0	38
# RESPONSES	0	2	8	4	2	13	9	0	38

Table 4: **Schools that applied both rounds and were not funded**

	METRO	NC	NE	NW	PP	SE	SW	WC	TOTAL
# SCHOOLS	9	5	6	3	18	3	1	2	47
# RESPONSES	9	4	5	3	18	3	1	2	45

The following table indicates the types of support available through CDE and how many schools in each region took advantage of them. Schools could have attended a grant writing training, used a guide for writing the RFP, been in touch with consultants both for questions and to critique proposal drafts, and could have accessed exemplars of previous grant applications.

Table 5: **Use of Available CDE Supports**

USAGE	METRO	NC	NE	NW	PP	SE	SW	WC	TOTAL
GRANT WRTG TRAINING	7	4	5	3	13	3	0	1	36
RFP GUIDE	4	4	3	1	18	3	0	1	34
CONSULTANTS	2	2	0	2	10	1	0	0	17
EXEMPLARS	5	2	1	0	16	1	0	0	25

Most Frequent Comments Across All Regions

Schools applied twice but not funded:

- ✓ Needed more specific feedback to help them improve in the grant writing process.
- ✓ Wanted more training for grant readers to improve consistency and reliability.
- ✓ Felt rubrics needed to be more clear.
- ✓ Felt they had spent a great deal of time and effort and were frustrated that they were not funded.

Districts that never applied for funding:

- ✓ Wanted greater assistance: model template, data gathering, grant writing.
- ✓ Would like a "short form" or alternative version for small, rural schools.
- ✓ Simplify the process.

Identified Misconceptions

- ✓ Grant was based on economic needs.
- ✓ Successful models were not available.
- ✓ Assistance was not available.
- ✓ Schools need a grant writer in order to receive a grant.

CDE plans to use this information to provide more support in these areas for subsequent funding opportunities.

At this time, no new funds are being distributed through Read to Achieve. However, the audit recommendation related to addressing rural need separately has been heeded within the review of Title I Choice grants and Teacher Development grants. The review process for each of these grants included separate reader teams to address the rural context in applying the scoring rubric.

Finally, during the last legislative session, HB 1053 established a fund of $250,000 or 1% of the dollars from state funded grants to BOCES to assist in writing applications for grant dollars. This money is distributed to districts with fewer than 4000 students.

2. *Another Read to Achieve audit recommendation related to allowing schools to submit one joint application rather than individual applications.*

CDE and the Read to Achieve Board clarified the definition of consortium, followed the current 20 consortia applications closely, implemented a combined consortium application for the state Teacher Development grants (November 2001). CDE continues to explore the best mechanism for assuring that essential building analysis and planning occurs within the combined framework as this applies to future awards. Individual schools will still need to report results on meeting the 25% student performance expectations to qualify for continued funding.

3. *The audit also included a recommendation for improving communication with Read to Achieve applicants.*

This recommendation has been addressed by CDE in a number of ways. In addition to the broad range of support systems outlined earlier in this report beginning on page 10, CDE was able to fine tune the detailed feedback addressed in the annual report within the most recent Teacher Development competition. One expert reviewer summarized all the reader comments, thus providing consistent communication across all funded and unfunded applications.

Although individualized feedback was provided to each of the 743 Read to Achieve applicants, CDE and the Board continues to work toward a more effective feedback process. During the second round of Read to Achieve, feedback was further refined to assure:

- *Adequate clarity regarding program issues*
- *Clear representation of any budget issues*
- *Consistency of feedback across all applications*
- *Comments that assist next steps*

4. *The audit report also indicated that CDE should establish and communicate a standardized process for administering the Read to Achieve program, specifically relating to the appeals process.*

CDE and the Board added an additional process for aligning team results. Each of the teams scoring grants during the second round of Read to Achieve grant distribution scored three identical applications. The external evaluator adjusted scores for each of the teams grants using a statistical procedure for alignment based on these results.

CDE and the Board included information concerning the appeals procedure for grants within each letter to unsuccessful applicants during the second round of distribution and in the letters regarding continued funding.

The Read to Achieve Board worked closely with an external evaluator to define clear decision rules for second year funding decisions. The Board was consistent with these rules in making its recommendations for continued funding.

Each school was able to access real-time information from the Read to Achieve website related to what forms had been received and processed by CDE as part of the evaluation process. Additionally, CDE published funding decisions on the website for each school as soon as that information was available. Schools that were not recommended for continued funding

received a letter describing details of the decision and were given instructions on how to complete the appeals process.

In addition, an E-grants system will be developed by CDE for use beginning in the 2003-2004 school year. Standardization of procedures from application through review of performance will be enhanced by this state system.

Review of Goal Accomplishments: Year Two Results

The Read to Achieve Grant program has five stated goals. They are listed below with a brief review of accomplishments during the current year regarding each. Further details on how these goals have been addressed during the 2001-2002 school year can be found throughout this report.

Goal 1: Provide additional intensive reading services to all second and third graders on Individual Literacy Plans (ILPs) so that they will be proficient readers by the end of third grade.

- In progress. During the 2001-2002 school year, the Read to Achieve Grant Program served almost 28,000 students in 553 schools, representing 75% of all students on ILPs. By July 2002, all schools that were recommended for second year funding were approved based on having met the stated goal of 25% of the students served improving to grade level in reading or proficient on CSAP after a full instructional cycle of intensive reading intervention. This provides evidence that schools are making progress towards the goal of having all students be proficient readers by the end of third grade.

Goal 2: Collect and review applications for Read to Achieve Grants.

- Accomplished by June 2001. The comprehensive process which included clear expectations, an evaluation rubric, training, support, a review process, and individualized feedback has been completed. No additional funds were made available during the current year for new school applications. This year, the Read to Achieve Board and CDE staff collected and reviewed Year 1 progress reports from the 553 funded schools.

Goal 3: Recommend to the State Board of Education the schools that should receive grants as well as the duration and amount of each grant.

- Accomplished by June 2001. In the first year (January 1, 2001 – June 30, 2002), 553 schools received funds for a total of $33,508,882. Tobacco revenue from the 2000-01 and 2001-02 was used to fund this 18-month period. 508 schools were recommended for second year funding for the 2002-2003 school year. In this funding cycle, $18,806,983 has been appropriated from the Tobacco Revenue. One percent of the amount appropriated will be spent for administration of the program. The amount needed for the remaining year is projected at $20,749,624.

Goal 4: Determine continued funding of grants based on adequate progress during granting period, e.g., grantee meets the goals established in the grant application including

demonstration that at least 25% of the students enrolled for the prior year met the reading standard.

- Accomplished. The Read to Achieve Board used clearly defined decision criteria, based on legislation, to recommend schools for continued funding. The Board recommended continued funding for 508 schools.

Goal 5: Report to the Governor and to the General Assembly on the effectiveness of the program by February 1, 2004.

- Pending. Data required to report to the Governor and General Assembly are being collected and analyzed by the external evaluator and CDE staff. This report to the Colorado Department of Public Health contains information on implementation and evaluation activities completed to date. As of October 2002, the first round of evaluations are complete, and schools with continued funding have begun the second full year of providing services to second and third grade students on ILPs. By February 2003, the external evaluator will complete a comprehensive evaluation of the effectiveness of the Read to Achieve Program during the initial 18-month period. By February 2004, the report to the Governor and General Assembly will be completed.

Read to Achieve Board Commitments/Concerns

Three key issues remain a concern for the Board:

- Meeting the three-year expectations for funding the schools in the Read to Achieve program. The Board intends to use the dollars available from the Tobacco settlements funds through the 2003-2004 school year to meet the Board's commitment to fund Read to Achieve schools that are making adequate progress. Providing the time for schools to make significant changes in programming and student performance is essential.

  Consideration by state leadership of potential budget cuts to address state funding deficits is of concern to the Read to Achieve Board. Elimination or reduction of the Tobacco funds for this program would prevent accomplishment of the Read to Achieve goals for over 500 schools. The Board is confident that the accomplishments reported by schools during the past year fully meet the intent of the legislation and build a solid case for the critical need to continue these funds.

- Making sure all of the Read to Achieve sites have access to the latest information regarding scientifically based research on reading that is a part of the *Reading First* initiative. As a first step, the national and state experts who will support *Reading First* activities were a part of the October Read to Achieve Networking Day. Even though the primary focus of *Reading First* is districts with high poverty and low achievement, the web-based resources made available to *Reading First* participants during the coming years will be provided for all Read to Achieve participants as well.

- Fully integrating the research-based focus of Read to Achieve schools with that of the new *Reading First* federal initiative. These two programs provide highly complimentary goals. The first focuses on *additional supports* for students

experiencing difficulty reading *outside the regular classroom*. The new six year initiative provides grant funding and state level professional development to make sure every K-3 classroom teacher has the foundation to provide effective instruction and assessment *within the classroom*. Read to Achieve working in conjunction with Reading First, gives Colorado students an additional boost for achieving literacy early and avoiding the pitfalls of reading problems later in life.

Summary of Primary Accomplishments 2001-2002

- **Ongoing funding.** Read to Achieve is providing Year 2 funding for **508 schools**, representing **24,000 students** on ILPs in grades 2 and 3.
- **Performance exceeding 25% performance goal.** Two-thirds of the schools reported between 30 and 70% of students meeting the standard. Over 20% of schools performed above that level. These data are building a solid case for the effective use of Read to Achieve dollars.
- **Use of intensive, research-based programs.** Site visits confirmed that schools were, in deed, providing the intended research-based programs to students described in their applications.
- **Use of ongoing feedback to improve program performance.** As evidenced in this report, CDE staff have made especially good use of local schools, Read to Achieve Board, Grants Advisory Council, and other feedback in making sure the program has met the needs of local schools.
- **Clarity of expectations.** Information at networking days and on the website provided clear expectations for local schools to assist them in completing budget and evaluation requirements.
- **Increased supports for funded schools.** A variety of efforts during the 2001-2002 school year assisted schools in meeting the expectations of Read to Achieve, especially those designed to support small, isolated rural schools.
- **Linkage to the new *Reading First* initiative.** The combination of these two programs gives Colorado schools the best chance of making sure each child is a successful reader by the end of third grade.

Colorado State Board of Education
Department of Education

1 Colorado Code of Regulations 301-47

Adopted: October 5, 2000
Amended:
Attorney General Opinion: October 13, 2000

Authority: Article IX, Section 1, Colorado Constitution. 22-2-106(1)(a) and (c); 22-2-107(1)(c); 22-7-409(1.5); 22-7-601 et seq.; and 22-7-506, Colorado Revised Statutes (C.R.S.)

RULES FOR THE ADMINISTRATION OF THE READ TO ACHIEVE GRANT PROGRAM

2207-R-1.00 Statement of Basis and Purpose.

The statutory basis for these Rules adopted October 5, 2000, is found in 22-2-106(1)(a) and (c), State Board Duties; 22-2-107(1)(c), State Board Powers; and 22-7-506, the Read to Achieve Grant Program, C.R.S.

The Read to Achieve Grant Program, 22-7-506, C.R.S., requires the State Board of Education to promulgate rules which include, but are not limited to: application procedures by which a school may apply for grant funds through this program, criteria for selecting those schools that shall receive grants, the criteria for determining the amount to be granted to the selected schools, and procedures for reviewing the success of the intensive literacy programs operated by schools that receive grants.

2207-R-2.00 Definitions.

2.01 (1) Read to Achieve Grant Program.

A grant program created in the Department of Education pursuant to 22-7-506, C.R.S., allowing any public school to apply for grants to fund intensive, research-based reading programs for second and third grade pupils and pupils between third and fourth grades whose literacy and reading comprehension skills are below the level established by the State Board of Education for pupils at each grade level.

2.01 (2) Read to Achieve Board.

An advisory board to the State Board of Education created pursuant to 22-7-506 (2)(a) and (3)(a), C.R.S. The advisory board's membership and terms of office are defined in 22-7-506 (2)(a), C.R.S. The Read to Achieve Board's major duties include the solicitation and review of applications for grants under this program and recommending to the State Board of Education those public schools that should receive grants under this program and the duration and amount of each grant pursuant to these Rules.

2.01 (3) State Board of Education.

An elected board established pursuant to Section 1, Article IX of the State Constitution.

2.01 (4) Public School.

A school that receives a majority of its funding from moneys raised by a general state, county, or district tax and whose property is owned and operated by a political subdivision of the state.

2.01 (5) Levels of Literacy and Reading Comprehension Skills.

The proficiency levels established pursuant to 2.01 (6), 2.02 (1), (2) and (3) of these Rules and the Rules for the Administration of the Colorado Basic Literacy Act, adopted in May of 1997 by the State Board of Education in compliance with 22-7-501 – 505, C.R.S.

2.01 (6) Colorado Department of Education (CDE) – Request for Proposal (RFP) Development Process

The processes and procedures developed by CDE to ensure that all RFP's are consistent with the appropriate funding source, adhere to appropriate statutory requirements, and support the organizational commitment of CDE.

2207-R-2.02 Implementation Procedures.

2.02 (1) Application Procedures.

CDE will be the responsible agency for implementing the Read to Achieve Grant Program. CDE will develop a request for proposal (RFP), pursuant to CDE's RFP process and pursuant to the requirements and timelines found in 22-7-506, C.R.S.

2.02 (2) Criteria and Levels of Reading and Literacy Comprehension Skills.

The RFP to be developed by CDE must support and be congruent with the Rules for the Administration of the Colorado Basic Literacy Act adopted by the State Board of Education in May of 1997. The RFP shall set high, but attainable levels of literacy and reading comprehension skills for each eligible grade using the following assessments which are a part of the Rules for the Administration of the Colorado Basic Literacy Act. Both eligibility for initial funding and continued funding status will be based on levels of reading and comprehension skills on the following assessments:

2.02 (2)(a) Individual Literacy Plan (ILP) status as defined in the RFP developed pursuant to 2.02 (1) of these Rules.

2.02 (2)(b) Third grade Colorado Student Assessment Program (CSAP) results as defined in the RFP developed pursuant to 2.02 (1) of these Rules.

2.02 (2)(c) An individual reading assessment defined in the RFP developed pursuant to 2.02 (1) of these Rules.

2.02 (3) Year Two and Three Funding.

Year two and three funding shall be contingent upon assessment results demonstrating that at least twenty-five percent of the pupils enrolled in the intensive reading program for the full twelve months within the prior twelve month period improved their reading skills to at least grade level or achieved proficiency on the assessments defined in 2.02 (2) of these Rules.

2.02 (4) Evaluation of Program.

The Colorado Department of Education will contract with an independent evaluator to conduct an annual evaluation of the program. Results will be disseminated to the State Board of Education, the Read to Achieve Board, the Governor, and all Colorado school districts and BOCES as well as other interested parties.

Read to Achieve Board

Karen Brown, Educator with Reading Expertise
Pueblo City School District 60

Gail Coleman, 3rd Grade ElementaryTeacher
Jefferson County School District R-1

Randy DeHoff, Chairman
Colorado State Board of Education

Karen Durica, Literacy Coordinator, Elementary Expertise
Douglas County School District RE-1

Lynn Johnson, Parent
Jefferson County School District R-1

Tina Leone, Principal, Urban Elementary
Falcon 49 School District

Darlene Medina, 3rd Grade Teacher, Rural District
Del Norte School District C-7

William J. Moloney, Commissioner of Education
Colorado Department of Education

Pat Pascoe, Senator
Colorado Senate, District 32

Abel Tapia, Representative
Colorado House of Representatives, District 46

Sheryl Weitzel, Principal, Rural Elementary
Eaton School District RE-2

Read to Achieve

Breakout Session
Evaluations

Sessions & Presenters	Number of Participants*	Relevant Information*	Application*	Applicable Strategies*
Friday School **Beth Bartell & Kathy Westhoff**	2	5	5	5
A Rhyme for Every Reason: Poetry Across the Curriculum **Carolyn Foat**	26	4.5	4.5	4.3
Improving Reading Achievement is Not as Easy as A, B, C **Cynthia Watson**	34	4.6	4.5	4.5
One Size Does Not Fit All **Deb Hoesterey & Deb Hansen**	36	4.9	4.8	4.8
Read-to-Achieve Budget Issues **Diana Martinez**	57	4.6	4.7	4.4
Student Strategies for Improving Curriculum **Gail Coleman & Deborah Piwonka**	68	4.8	4.8	4.4
How to Share Your Read to Achieve Success **Gail Holben**	4	5	5	5
Bright Start Family Literacy **Gary Surdam**	39	4.3	4.4	4.1
Raise Test Scores by Gaining Staff Commitment **Heidi Shaver**	38	4.8	4.8	4.4
Parent Involvement **Jan Delay**	27	4	4.1	3.6
Literacy Needs of Students with Language and Learning Disabilities **Jeanette Cornier**	30	4.1	4.1	3.8
Using Appropriate Book Levels in the Classroom **Josie Adler**	17	4.25	4.4	4.3
Overview of R2A Evaluation for New Grantees **Judy Huddleston**	69	4.8	4.8	4.3
What Works and Why **Karen Durica**	98	4.9	4.9	4.7
Collecting and Using a Body of Evidence **Lana Corbin & Elaine Karubus**	23	4.25	4.4	3.9

Hands-on Planning for Year 2 Internal Evaluations **LeAnn Gamache**	47	3.8	3.9	3.7
Using Your Student Data to Monitor and Improve Student Progress **Linda Gleckler**	70	4.6	4.6	4.5
Best Practices in Reading Instruction **Lori Conrad**	47	4.7	4.8	4.6
Question & Answer **Louisa Moats**	24	4.8	4.9	4.7
Phonological Awareness, Phonics or Both? **Lynn Kuhn**	23	4.7	4.9	4.7
Reading Recovery and Read to Achieve **Marilyn Hecht**	15	4.1	4.1	3.9
Jumpstart into Intensive Guided Reading **Marilynn Allen & Lindsay Andrews**	39	4.2	3.7	4
Soar to Success for 3rd Grade **Mark Rodie & Stacie Freeman**	17	4.5	4.5	4.4
Question & Answer **Michael Pressley**	43	4.7	4.7	4.6
You Asked For It: The Electronic Version of the Acheivement Data Table **Nancy Hawkins**	43	4.4	4.7	3.9
Effective Professional Development **Robin Stranahan**	44	4.1	4.2	3.9
Coaching for Student Achievement **Robin Techmanski**	21	3.7	3.7	3.4
Celebrating Success- The Intervention Programs Helping Children Succeed **Shawna Reger**	17	4.5	4.8	4.2
How do I manage? New Principal, New Grant, New Program **Sheryl Weitzel**	8	4.4	4.7	4.3
CBLA: Road to Proficiency **Susan Dalton**	12	4.3	4.5	4.1
Funding for Schools- Day and Night **Valerie Bass**	22	4.5	4.5	3.8
Put Reading First- Five Steps on the Road to Literacy **Vicky Wintersheidt**	21	4.3	4.3	4.1

*Based on a Scale of 1-5, 5 being the highest rating possible

READ TO ACHIEVE
Assistance in Completing External Evaluation Reports

The Colorado Department of Education is offering half-day Regional Trainings to assist schools as they complete their Read to Achieve Evaluation Reports, which are due either May 15, 2002 for the early decision funding schedule, or June 11, 2002 for the regular decision funding schedule.

Who should attend?

The individual(s) at your school and/or district who monitors and manages your Read to Achieve program and who is responsible for completing the evaluation reports.

What will the Regional Trainings offer us?

Participants will receive a Handbook of Instructions for the Evaluation Reports. Trainers will review the instructions and model the process of completing the reports for a fictitious school. Schools may also bring their own data to discuss with trainers to ensure that they have all the information necessary to fill out the evaluation reports completely.

Is participation mandatory?

No, this training is offered as a support to schools that feel they need more guidance. Excerpts from the Instructional Handbook will be available online by March 20, 2002, at http://www.cde.state.co.us. On the main page, follow the links from State and Federal Grants to the Read to Achieve page, and then click on the "Evaluation" link.

How do I register?

Fax the attached sheet to Lynn Bamberry at (303) 866-6647 by Wednesday, March 27, 2002. All trainings will be filled on a first come, first serve basis, and space is limited. You are welcome to register for whichever session best fits your schedule.

READ TO ACHIEVE REGIONAL TRAININGS

Registration Form

Please print out this form and check the training that you would like to attend. All trainings will be filled on a first come, first serve basis. You must register in order to attend. **Fax the completed form to Lynn Bamberry at (303) 866-6647 by Wednesday, March 27th, 2002.**

NAME OF ATTENDEE(S)	TITLE	PHONE	EMAIL

SCHOOL _____ **DISTRICT** _____

*Please indicate which regional training you will attend:

Tuesday, April 2, Northwest

_____ 8:30-11:30 AM
Eagle School District Office
Board Room
757 East 3rd St
Eagle, (970) 328-6321

Wednesday, April 3, Metro Region

_____ 8:30-11:30 AM
or
_____ 1-4 PM
Clayton Campus
Program Building, 2nd Floor
3801 Martin Luther King Blvd.
Denver, (303) 355-4411

Wednesday, April 3, West Central

_____ 8:30-11:30 AM
Holiday Inn, Escalante Room
755 Horizon Dr.
Grand Junction, (970) 254-3142

Thursday, April 4, Southwest

_____ 8:30-11:30 AM
Durango Recreation Center, Twilight Room
2700 Main Ave.
Durango, (970) 385-2950

Friday, April 5, Metro Region

_____ 1-4 PM
Goodson Recreation Center, Room 8
6315 S. University Blvd.
Centennial, (303) 798-2476

Tuesday, April 9, Southeast Region

_____ 8:30-11:30 AM
Otero Junior College, Conference Room
1802 Colorado Ave
La Junta, (719) 384-6908

Please fax completed form to Lynn Bamberry at (303) 866-6647. If you need directions to a regional location, please use the phone numbers listed above.

Thursday, April 11, Southwest

_____ 8:30-11:30 AM
San Luis Valley BOCES
2261 Enterprise Dr
Alamosa, (719) 589-5851

Thursday, April 11, North Central

_____ 8:30-11:30 AM
or
_____ 1-4 PM
Evans Community Complex
Cottonwood Room
1100 37th St
Evans, (970) 339-5344

Monday, April 15, Metro Region

_____ 8:30-11:30 AM
or
_____ 1-4 PM
Temple Emanuel
51 Grape St.
Denver, (303) 388-4013

Tuesday, April 16, Metro Region

_____ 8:30-11:30 AM
or
_____ 12:30-3:30 PM
Boulder Valley School District Office
Board Room
6500 E. Arapahoe
Boulder, (303) 447-5112

Friday, April 19, Pike's Peak

_____ 8:30-11:30 AM
or
_____ 1-4 PM
Tesla Center, Room 113
2560 International Circle
Colorado Springs, (719) 520-2556

Monday, April 22, Northeast

_____ 8:30-11:30 AM
East Central BOCES Training Center
820 Second St.
Limon, (719) 775-2342

Read to Achieve Support Survey
December 2001

District/School _____ **Region** _____

Regional Education Team Manager or Coordinator

_____

Survey Conducted by_____

The Department of Education is seeking feedback from schools that never applied for *Read to Achieve* funding or who applied twice but were not funded. This will help the Department put future supports in place.

Specifically, the information will allow CDE

(1) to make sure school districts have access to upcoming federal and state grant options, and

(2) to provide additional support through regional teams and Title I assistance.

We would like feedback from Districts choosing not to apply:

1. **What factors played a role in your decision not to apply for the *Read to Achieve* funds? (Indicate all that apply.)**

   ☐ **Time**

   ☐ **Lack of grant writing experience**

   ☐ **Student and staff populations not sufficient to support grant project**

   ☐ **Data and accountability requirements of application process**

   Other: Please list

2. **What assistance can CDE provide to help you overcome these barriers?**

(over)

Districts who applied but were not funded:

1. **Which of the supports provided by CDE did you use (indicate all that apply)?**

   - ☐ **Grant Writing Proposal Training**
   - ☐ **Guide to RFP**
   - ☐ **Just in Time Consultants**
   - ☐ **Exemplar Grant Models on Web**

   Other (please list)

2. **What seemed to be the primary barrier to your success?**

3. **What assistance can CDE provide to help you overcome these barriers?**

TO: **READ TO ACHIEVE PROGRAM ADMINISTRATOR**

FROM: **LYNN BAMBERRY**
COORDINATOR, READ TO ACHIEVE PROGRAM
303/866-6813
bamberry_l@cde.state.co.us

DATE: **January 25, 2002**

RE: **UPCOMING EVALUATION SITE VISIT**

As a part of the Read to Achieve evaluation process, a CDE consultant is visiting a number of schools from January 20 through June 30, 2002. Schools have been selected from a stratified random sample of Read to Achieve sites. Identified schools are notified of the time and date approximately seven to ten days prior to the visit. Your school has been selected as one of these sites. A consultant will call to set up a visit with the person(s) responsible for managing the program, the building principal, and several teachers whose students are being served. The visit will take approximately four hours.

The purpose of the site visit is to see evidence of program implementation, use of grant funds, and quality of documentation of project activities and students served, as well as to see programs "in action." The consultant will ask to see data that substantiate the implementation of the school's plan (as submitted in the original application). A copy of the site visit questions is attached.

At the September Read to Achieve Networking Meeting, all school representatives received information about the three components of the overall evaluation process, which included the school's internal evaluation as specified in their proposal, program accountability, and the overall external evaluation. At that time, attendees received copies of the data collection forms and timelines for completion and submission. This is an excellent time to review that packet of information to insure that you are collecting appropriate data and can provide the required information in a timely manner.

The role of the consultant is clearly defined. Her sole responsibility is to collect and compile specified data. She will not provide feedback on your program, suggestions for improvement, or information on your status in relation to the next funding cycle. You may contact the Competitive Grants and Awards Unit for information and/or assistance in those areas.

READ TO ACHIEVE SITE VISIT QUESTIONS

Site_____ **Region**_____

Reviewer_____ **Date**_____

Person(s) interviewed_____

Program Implementation

1. Please review for me the following elements of your Read to Achieve Grant:

Intensive Instruction

a. To what extent have you been able to implement as planned?

b. If changes were made, give reasons for deviations and state why you feel this made your project more or less effective.

c. Will you achieve the goals you established? If not, why?

Support for Teachers

a. To what extent have you been able to implement as planned?

b. If changes were made, give reasons for deviations and state why you feel this made your project more or less effective.

c. Will you achieve the goals you established? If not, why?

Parent and Family Involvement

a. To what extent have you been able to implement as planned?

b. If changes were made, give reasons for deviations and state why you feel this made your project more or less effective.

c. Will you achieve the goals you established? If not, why?

2. Please explain how you are monitoring your program and student learning so that you can make mid-course adjustments as needed.

Budget Implementation

1. Review with me your Read to Achieve Budget and Budget Narrative.

2. Please provide documentation of your current expenditures to date and explain the match to your proposal.

3. Explain any budget changes that have been made and their impact on project implementation.

Project Documentation

Student Data File

- Demographic data
- Entry level data
- Other

Program Data

- Number of students served per grade
- Number of teachers involved
- Number of parents involved (impacted)
- Other

Data on other program goals unique to this school:

Is there any other relevant information/documentation about your project that you wish to share?

Read to Achieve Timeline

➢ 2002

- **October 7 or 11:** Schools receive evaluation information at Networking Meetings.
- **November 1:** Schools complete and submit to CDE Year 2 program profile and Year 2 Implementation Survey.

➢ 2003

- **February 3:** Last day to submit budget revisions for year 2.
- **May 15 (Early Decision Schedule):** Schools' materials received by CDE for funding decision including Survey of Schools' Program Goals and Achievement Data Tables for current Read to Achieve students, updated Data Achievement tables for previously served Read to Achieve students, and Goal Determination Sheet.
- **May 30:** Decision communicated for Early Decision Schedule submissions.
- **May 30:** Revised budget and budget narrative for 3rd year budget due to CDE.
- **June 11(Regular Decision Schedule):** Schools' materials received by CDE for funding decision including Survey of Schools' Program Goals and Achievement Data Tables for current Read to Achieve students, updated Achievement Data Tables for previously served Read to Achieve students and Goal Determination Sheet.
- **June 27:** Decision communicated for Regular Decision Schedule submissions.
- **August 1:** Final expenditure report due to CDE.
- **September 15:** Schools' Internal Evaluation and Suggestions for Others reports received by CDE.

➢ 2004

- **February:** Year 2 external evaluation report and schools' summary reports available.

Grants Advisory Council

Region	Representatives	Address
Metro	Primary--Judy Kary	Superintendent Sheridan 2 P.O. Box 1198 Englewood, CO 80150 PH: 303-761-8640, Ext. 7 Fax: 303-789-1778 E-mail: Karyj@sheridan.k12.co.us
	Alternate--TBD	
North Central	Primary--Bill Vineze	Executive Director Platte Valley BOCES 821 West Platte Avenue Fort Morgan, CO 80701 PH: 970-867-8297 Fax: 970-867-6129
	Alternate—Richard Kastendieck	Superintendent Estes Park Schools P.O. Box 1140 Estes Park, CO 80517 PH: 970-586-2361 Fax: 970-586-1108
Pikes Peak	Primary--Scott Vratil	Superintendent Big Sandy School District P.O. Box 68 Big Sandy, CO 80835 PH: 719-541-2292 Fax: 719-541-2186 E-mail: simsupt@aol.com
Southeast	Primary—Larry Romine	Director PCS Lamar RE-2 210 West Pearl Lamar, CO 81052 PH: 719-336-3251 Fax: 719-336-2817 E-mail: larry.romine@lamar.k12.co.us
	Alternate--Donald Stratman	Superintendent East Otero R-1 1802 Colorado Avenue

		Suite 200 La Junta, CO 81050 PH: 719-384-6900 Fax: 719-384-6910
West Central	Primary--Heidi McDuffie	Superintendent Ouray R-1 P.O. Box N Ouray, CO 81427 PH: 970-325-4218 Fax: 970-325-7343 E-mail: hmcduffie@ouray.k12.co.us
	Alternate--George Voorhis	Superintendent Montrose County RE-1J P.O. Box 10,000 Montrose, CO 81402 PH: 970-249-7726 Fax: 970-249-7173
Southwest	Primary--Eli Dokson	Superintendent Moffat 2 P.O. Box 428 Moffat, CO 81143 PH: 719-256-4710 Fax: 719-256-4730 E-mail: edokson@moffat.k12.co.us
	Alternate--Sandra Hall	Superintendent Mountain Valley RE-1 P.O. Box 127 Saguache, CO 81149 PH: 719-655-0268 Fax: 719-655-0269
Northwest	Primary--Dennis Giese	Superintendent Buena Vista R-31 P.O. Box 2027 Buena Vista, CO 81211 PH: 719-395-7000 Fax: 719-395-7007 E-mail: dennisg@buena-vista.k12.co.us

	Alternate—Nancy Sanger	Salida R-32 P.O. Box 70 Salida, CO 81201 PH: 719-530-5204 Fax: 719-539-6220
Northeast	Primary--Mark Payler	Superintendent Wray School District RD-2 P.O. Box 157 Wray, CO 80758 PH: 970-332-5764 Fax: 970-332-5773 E-mail: rd2supt@plains.net
	Transition Members: Mark Ricken	Superintendent Arriba-Flagler C-20 P.O. Box 218 Flagler, CO 80815 PH: 719-765-4684 Fax: 719-765-4418 E-mail: mricken@arriba-flagler.csd20.net
	Michael Clough	Superintendent Stratton R-4 P.O. Box 266 Stratton, CO 80836 PH: 719-348-5369 Fax: 719-348-5555 E-mail: Cloug2@plains.net

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